

CIVIL AIR PATROL - USAF AUXILIARY

CIVIC LEADERSHIP ACADEMY

READINGS 2006

FEDERAL GOVERNMENT

PERSUASIVE LEADERSHIP

PUBLIC SERVICE CAREERS

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CIVIL AIR PATROL—USAF AUXILIARY
CIVIC LEADERSHIP ACADEMY

READINGS 2006

Fostering cadet officers' civic growth by increasing their leadership skills, sense of civic responsibility, and overall interest in the democratic process.

The tours and speakers were absolutely fantastic! CLA gives you real world leadership skills and opportunities that are available nowhere else."

Cadet DAVID MAVER, New Jersey
Class of '05

"It was an honor to see the stars on the CIA wall that represent unknown men and women who died for this country, never to receive the respect they truly deserve."

Cadet TESSA POPPE, Iowa
Class of '05



CAP.GOV/CIVICS



CURRICULUM REVIEW

The National Association of Secondary School Principals has placed the Civic Leadership Academy on its National Advisory List of Contents and Activities for 2005-06.

CIVIL AIR PATROL NATIONAL HEADQUARTERS
Aerospace Education & Cadet Programs Directorate
105 S. Hansell St Maxwell AFB AL 36112-6332

Col AMY S. COURTER, CAP, Activity Director
CURT LAFOND, Program Manager

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INTRODUCTION

The readings included in this guide are designed to prepare cadets to make the most of their Washington experience. Additionally, they will provide a common intellectual framework, as Civic Leadership Academy cadets come from different educational levels.

The readings illustrate civic virtue by profiling great moments in our nation's history. Most selections go beyond mere civic mechanics – the “how” part of government. Instead, the readings have been carefully chosen to illustrate timeless ideals about leadership in a democratic society.

PROCEDURE

1. Read the introduction and discussion questions that are found in this guide.
2. Read the assigned texts, keeping the discussion questions in mind.
3. After reading the text, complete the discussion questions. Your answer need not be long; one or two paragraphs should suffice (approximately 100 words total).

FOUNDATION READING

THE CONSTITUTION OF THE UNITED STATES OF AMERICA

The most ingenious political document in human history still governs us today. Re-read the Constitution as a way to prepare for the Civic Leadership Academy. The CLA faculty will assume you have a working knowledge of the Constitution, and may challenge your knowledge during the week through quizzes and games.

PL-20 TELLING CAP'S MESSAGE

“SCHEDULING CAPITOL HILL APPOINTMENTS”

(on-line module)

by the Civic Leadership Academy faculty

This on-line module explains the mission of CAP Legislative Day, and provides training in how cadets should request office visits on Capitol Hill. Follow the on-screen instructions to complete this assignment.

“ALBRIGHT ON COMMUNICATION, INFORMATION, & NEGOTIATION”

by Abbie Lundberg and Meridith Levinson, from *CIO.com*, February 2005

During this short article, Madeline Albright reflects on the leadership challenges she faced as Secretary of State. She discusses the communication process, and the importance of managing information so that it gets into the hands of people who make decisions.

1. What did Secretary Albright mean when she said, “Information is just a product, and the policy maker is a consumer”?
2. What are some of Albright’s strategies for presenting ideas to people who may be hesitant about agreeing with them? Do you agree with her approach?

FG-10 THE CONGRESS

“GAVEL TO GAVEL”

by C-SPAN and The Brookings Institute

Most CLA cadets are familiar with the basic procedures that bills follow as they become laws. “Gavel to Gavel” goes further by explaining the function of the Committee of the Whole, conference committees, the *Congressional Record*, and symbols such as the House mace. Scan the glossary and familiarize yourself with the terms that are new to you. Also, pay close attention to the diagrams of the House and Senate chambers.

1. Why do the authors claim the “committee system is the backbone of Congress.” How many reasons can you think of to defend the use of committees?
2. What is the function of the Rules Committee? Is it mostly concerned with operational formalities or do you believe this committee could be “politicized”? Explain your answer.
3. What do conference committees add to the legislative process? Do they help produce good legislation or merely slow-down the process?

FG-20 THE WHITE HOUSE

“THE EXECUTIVE POWER” from *Democracy in America*

by Alexis de Tocqueville

Democracy in America is the classic text about our form of government and national character. Tocqueville “sought the image of democracy itself... in order to learn what we have to fear or hope from its progress.” This excerpt includes Tocqueville’s observations on the nature of executive power and presidential character. It serves as an introduction to the presidency, in advance of the cadets’ visit to the White House.

1. Why does Tocqueville call the veto, “a sort of appeal to the people”? Does Tocqueville support the concept of the executive having veto authority?
2. In writing in the 1830’s about the president’s role in foreign policy, Tocqueville observed, “The laws allow him to be strong, but circumstances keep him weak.” Do you think Tocqueville would make this claim if he were writing about the presidency in 2006? Why?
3. What did Tocqueville think about the idea of presidents being re-elected. Do you agree with him?

“THE REAL CHARACTER OF THE EXECUTIVE” *Federalist* #69
by Alexander Hamilton

This classic essay from the famed *Federalist Papers* was written to persuade the states to ratify the U.S. Constitution. Among the many concerns Americans had about their new government was how much authority would be vested in the executive. This essay serves as an excellent introduction to the scope and constraints of presidential power, and therefore will help cadets frame their visit to the White House.

1. In discussing the “real character” of the executive, Hamilton compares the president to a monarch. Name three similarities or differences cited by Hamilton.
2. Under Hamilton’s plan, who would have greater control over foreign policy, the legislature or the executive? Do you agree or disagree with his observations? Explain why.

FG-2I CIVIL CONTROL OF THE MILITARY

“THE DECISION TO FIRE MACARTHUR” from *Truman*
by David McCullough

A panel of historians recently ranked Harry Truman as the fifth greatest president of all time. But when the man famous for proclaiming, “The buck stops here” left office, his public approval rating was abysmal. General Douglas MacArthur, by comparison, was greatly admired. In this excerpt, author David McCullough describes how MacArthur’s “insubordination” reached a boiling point, forcing Mr. Truman to fire the general as the Korean Conflict waged on.

1. What political factors were involved with President Truman’s decision to fire Gen. MacArthur? Upon what criteria did he base his judgment? Would you have done the same?
2. A key principle in democratic government is that civil authority must retain control of the military. But does it follow that a single individual, Harry Truman, should be able to fire a military officer who is popular with the public? Is there any check against a president’s power in this regard?
3. During the Atomic Age and into our own post-September 11th era, warfare is a highly technical, specialized profession. Do democracies endanger themselves by allowing a president who lacks military experience to veto battle plans developed by highly-educated flag officers?

FG-22 THE STATE DEPARTMENT

DIPLOMACY: THE U.S. DEPARTMENT OF STATE AT WORK

by the Bureau of Public Affairs, U.S. Department of State

The State Department implements the foreign policy of the United States. This reading prepares cadets for their visit to State by outlining how diplomacy advances America's interests and promotes international understanding.

1. Why is "diplomacy" vital to American interests? Name three reasons why the State Department believes "diplomacy" is vital to American interests. Do you find State's reasoning persuasive? Explain.
2. How does the State Department contribute to the security of our nation?

"PROGRESS AND THE WORK AHEAD IN IRAQ"

by the Office of the White House Press Secretary

The Bureau of Near Eastern Affairs is hosting the CLA's visit to the State Department. One of the bureau's main responsibilities is to monitor the situation in Iraq and advance the president's stated goal of spreading democracy in the region. This "fact sheet" published by the White House outlines the economic, security, and political components of victory in Iraq. Cadets will read this document before visiting the State Department so that they will be prepared to discuss the situation in Iraq with foreign service officers and regional experts.

1. In the reading, the White House states that the people of Iraq must come together for the sake of national unity. Why does the White House regard this as imperative to achieving "victory" for the U.S.?
2. Identify three reasons why the White House believes the Iraqi Security Forces are essential to our plan for victory in Iraq.

FG-23 THE INTELLIGENCE COMMUNITY

"THE CIA: WHO WE ARE, WHAT WE DO"

by the Central Intelligence Agency

As an agency clouded in secrecy, cadets are unlikely to arrive at CLA with an understanding of the mission and activities of the Central Intelligence Agency. This reading takes a simple, yet straightforward look at who comprises the CIA, and

what the Agency does for America. It is essential reading in advance of the cadets' tour of the CIA Museum.

1. What are the four major directorates in the CIA? Briefly, what types of jobs are found in each directorate?
2. What role does Congress and the NSC have in respect to the CIA?

“GLOBAL INTELLIGENCE CHALLENGES 2005”

by Porter J. Goss

This reading recounts the testimony of the Director of Central Intelligence, Porter Goss, before the Senate Select Committee on Intelligence in 2005. It illustrates the scope of the CIA's responsibilities – the agency literally must monitor all significant events in the entire world. This reading outlines the activities in various hot-spots across the globe, paying particular attention to the spread of terrorism and nuclear proliferation.

1. Of course, Director Goss hopes the U.S. captures Bin Laden. But according to Director Goss's testimony, would the capture of Bin Laden eliminate the terrorist threat facing the U.S.? Why?
2. Which countries does the CIA believe are trying to produce weapons of mass destruction (WMD)?

FG-30 THE JUDICIARY

“THE CASE THAT MADE THE COURT”

by Michael J. Glennon

In the early days of our republic, the legislative, executive, and judicial branches of the federal government were feeling their way around the Constitution, attempting to find practical ways of fulfilling their duties and maximizing their powers. This article describes how an otherwise forgettable case about the commissioning of a justice of the peace lead to the Supreme Court's bold assertion that it could declare that “acts of the legislature, repugnant to the Constitution, are void.”

1. Glennon argues that Marshall's strategic objective was to establish the “supremacy of the federal judiciary.” What was Marshall's rationale for this goal?
2. Before *Marbury*, no court in the world was empowered to strike down laws. How did judicial review strengthen or weaken American government? Is judicial review “undemocratic”?

FG-2I THE WOMEN'S MEMORIAL

“ONLY WOMAN MEDAL OF HONOR HOLDER AHEAD OF HER TIME”

by Rudi Williams

Our nation has many unsung heroes, men and women who have fought for freedom at great personal cost. This reading tells the story of Mary Walker, the first woman to serve as a military doctor, be held as a prisoner of war, and be awarded the Medal of Honor. But the story also tells of Dr. Walker's fight to receive recognition for her service, thereby illustrating the larger struggle for equality in the days before women earned the right to vote and to serve alongside men in the military.

1. Why did Dr. Walker refuse to return her medal to the federal government?
2. Why do you think the Women in Military Service to America Memorial features the story of Dr. Walker?